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ABSTRACT

For child care to become more supportive of families, programs and providers need to learn about the guiding principles of working with families and the concrete steps they can take in that direction. This resource guide offers ideas and resources for implementing family support principles in child care. The guide offers practitioners ideas and practical activities; it also offers an annotated bibliography of up-to-date publications and training materials that child care providers can use to improve their efforts to support families. The list of resources is not exhaustive, but illustrates the range of materials that is currently available. Only materials with a family focus are included, along with those dealing with topics of current interest in the field, such as multicultural approaches to working with families and the role of fathers in child rearing. The resource guide is divided into the following five sections: (1) "Implementing Family Support Principles in Child Care" (presents materials on the rationale for family support in child care, program models, and ways to build positive relationships with families, including those from culturally diverse backgrounds); (2) "Training Programs and Materials" (provides a sample of training programs and materials related to establishing partnerships with families; includes information for family child care providers); (3) "Parenting Materials" (focuses on parenting materials that can be used by providers as well as parents to enhance their knowledge of child development and child rearing practices); (4) "Self-Assessment Tools" (lists tools for assessing the extent to which family-supportive practice is implemented in child care); and (5) "Resources for Further Exploration" (notes bibliographies, Web sites, and references that contain information about implementing family-centered child care). (EV)

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ED 434 742

FAMILIES MATTER

# Resource Guide for Family-Centered Child Care

Saren Eyre

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HARVARD FAMILY RESEARCH PROJECT

PS 027945



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# RESOURCE GUIDE

# FOR

# FAMILY-CENTERED CHILD CARE

Saren Eyre

HARVARD FAMILY RESEARCH PROJECT
Cambridge, MA
1998

This project was supported by generous grants from the Francis Families Foundation and the Ford Foundation. The contents of this publication are solely the responsibility of the Harvard Family Research Project.

**HARVARD FAMILY RESEARCH PROJECT**

Founded in 1983 by Dr. Heather Weiss, the Harvard Family Research Project (HFRP) is today at the center of a national movement to strengthen and support American families. HFRP's pathbreaking research provides practitioners, researchers, and policymakers with timely, insightful information about effective family support initiatives.

Disseminating its research widely, HFRP links people, programs, ideas, and resources together to create innovative family support programs and services and family-sustaining policies. HFRP's research helps states create systems to monitor and assess programs and services, and helps communities better integrate family support services in neighborhood programs. Using HFRP data, schools are learning more about the specific benefits of parent involvement and the best strategies for successfully engaging the entire family. HFRP's research findings are enabling practitioners to design culturally appropriate programs, and helping training and education programs effectively prepare teachers to work with families.

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# RESOURCE GUIDE
# FOR FAMILY-CENTERED CHILD CARE

## Introduction

This Resource Guide offers ideas and resources for implementing family support principles in child care. As child care increasingly becomes a way of life for American children and families, the definition of child care must be broadened. A model of family-centered child care recognizes that children grow up in the context of family and community. Thus, child care reinforces good parenting and helps parents cope with today's stresses of work and family life. It also becomes a hub of informal peer networks as well as an entry point to support services.

If child care is to become more family supportive, then programs and providers need to learn about the guiding principles of working with families and the concrete steps they can take in that direction. This Resource Guide offers practitioners ideas and practical activities. It also offers an annotated bibliography of up-to-date publications and training materials that child care providers can use to improve their efforts to support families. The list of resources is not exhaustive but illustrates a range of materials that is currently available. Given the large number of materials on child care, we included only those materials with a family focus. We also included those dealing with topics of current interest in the field such as multicultural approaches to working with families and the role of fathers in childrearing.

The Resource Guide is divided into the following five sections:

**Section 1: Implementing Family Support Principles in Child Care**

Section 1 presents materials on the rationale for family support in child care, program models, and ways to build positive relationships with families, including those from culturally diverse backgrounds.

**Section 2: Training Programs and Materials**

Section 2 provides a sample of training programs and materials related to establishing partnerships with families. It includes information for family child care providers.

**Section 3: Parenting Materials**

Section 3 focuses on parenting materials that can be used by providers as well as parents to enhance their knowledge of child development and childrearing practices.

**Section 4: Self-Assessment Tools**

Section 4 lists tools for assessing the extent to which family-supportive practice is implemented in child care.

**Section 5: Resources for Further Exploration**

Section 5 notes bibliographies, web sites, and references that contain information about implementing family-centered child care.

# Format

All materials listed include information on how they can be obtained. In many cases, materials can be best accessed through ERIC and therefore are accompanied by an ERIC access number. In other cases, materials can be obtained through writing to the address or calling the telephone number provided.

ERIC documents can be read on microfiche at many libraries and information centers. Call (800) LET-ERIC for a list of microfiche collections in your state. ERIC documents can also be ordered from the ERIC Document Reproduction Service (EDRS) in paper copy or microfiche. EJ and the number following it identify a specific journal article. Journal articles are not available on microfiche, but can be read in the journal issue cited.

Materials are listed according to the following model:

**"Title of article or chapter"** *(if it is an article or chapter within a larger volume)*

**Title of publication** *(name of journal, magazine, or manual in which the article or chapter is found, name of book or manual if reference refers to the whole)*

**Author**

**Volume, page numbers (or number of pages), date** *(as much of this information as is available)*

**Summary of content**

**ERIC access number** *(if any)*

**Contact information necessary to order materials**

## Section 1
# Implementing Family Support in Child Care Settings

### *Frameworks and Models*

**Helping Children by Strengthening Families: A Look at Family Support Programs**
by Mary Lee Allen, Patricia Brown, and Belva Finlay
100 pages. 1992

This report provides a clear idea of what family support programs do, how they operate, and why they are effective — not just for low-income families, but for all families. Focus is placed on strengthening the families' ability to nurture their children physically, emotionally, and intellectually, and on enabling parents to respond early to their children's multiple needs.

ED365410 PS21254
Children's Defense Fund
25 E Street, NW
Washington, DC 20001
(202) 628-8787

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**Guidelines for Family Support Practice**
by the Family Resource Coalition
134 pages. 1996

This book presents the characteristics of a quality family support program. Based on the participation of over 300 family support programs, it illustrates how family support principles are achieved in practice. Each chapter highlights a specific principle coupled with key practices and concrete examples.

Family Resource Coalition
200 South Michigan Avenue, 16th Floor
Chicago, IL 60604
(312) 341-0900

**"Linking Family Support and Early Childhood Programs: Issues, Experiences, Opportunities, Best Practices Project"**
Commissioned Paper 1: Guidelines for Effective Practice
by Mary Larner
40 pages. 1995

This paper focuses on the importance and necessity of linkages between family support and early childhood programs. It reviews family support principles, examines early childhood programs' efforts to serve and involve parents, and looks at what is required to create early childhood programs that truly support both parents and children. Examples of successful family support from Head Start, public school preschools, private child care centers, and family child care homes are included.

ED384440
Family Resource Coalition
200 South Michigan Avenue, 16th Floor
Chicago, IL 60604
(312) 341-0900

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**"Family Support in Early Education and Child Care Settings: Making the Case for Both Principles and Practices"**
by Shelby H. Miller, Elaine Replogle, and Heather Weiss
20 pages. 1995

This article discusses the background, conceptual framework and practices of family support programs that are successfully integrated into child care and early childhood education settings. Ideology and typology for integrating family support and child care are followed by four examples of family support in child care and early education settings.

ED381293

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**Supporting Families in Changing Times: Child Care Resource and Referral Looks to the Future**
by the National Association of Child Care Resource and Referral Agencies
56 pages. 1996

This report describes the similarities and differences between child care resource and referral (CCR&R) agencies and family support programs. It examines the challenges and opportunities for CCR&R to support families, and offers strategies for responsive services to parents and providers. A family supportive practice checklist is included.

National Association of Child Care Resource and Referral Agencies
1319 F Street, NW, Suite 810
Washington, DC 20004-1006
(202) 393-5501

**"Chapter 8: Early Care and Family Support"**
in *Early Childhood Care and Education: An Investment That Works*
Produced by the National Conference of State Legislatures
11 pages. 1995

Chapter Eight offers examples of initiatives sponsored by different states to support families.

National Conference of State Legislatures
444 North Capitol Street, NW Suite 515
Washington, DC 20001
(202) 624-5400

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**"Chapter 5: Involving Parents"**
in *Working Together for Children: Head Start and Child Care Partnerships*
by Nicole Oxendine Poersch and Helen Blank
4 pages. 1996

This chapter describes how Head Start's parent involvement model is operative in child care centers involved in partnerships with Head Start programs. It examines opportunities and difficulties related to authority and decision-making in committees and policy councils, parent activities in classrooms, and home visits.

Children's Defense Fund
25 E Street, NW
Washington, DC 20001
(202) 628-8787

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**Strengthening Parents and Families During the Early Childhood Years**
by Kevin J. Swick
489 pages. 1993

This book provides early childhood educators with perspectives and tools to strengthen parents and families. It focuses on understanding families as learners and offers "how-to" tips on relating to special requirements of families, offering parenting help, providing educational and related support resources, and communicating well with parents. It ends with a workable plan for action.

ED369557
Stripes Publishing Company
10-12 Chester Street
Champaign, IL 61820
(217) 356-8391

## *Building Relationships with Parents and Guardians*

**"What Parents Really Want in Child Care: Making Your Program Parent Friendly"**
by Teresa Breaux
*Texas Child Care*
ISSN 1049-9466. v19 n4. pp2-5. Spring 1996

This article discusses results of an informal survey conducted in 17 child care facilities in Texas. The survey focused on parents' needs and concerns and revealed information on such subjects as what services they value most, what they would change, and what concerns them most.

EJ521952

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**"Getting Parents Involved in the 1990's"**
by Terry Buchanan
*Day Care and Early Education*
ISSN 0092-4199. v22 n4. pp18-22. Summer 1995

This article discusses what parents need in the 1990s from child care providers, including support, flexibility, and similarity in childrearing attitudes. It suggests that keeping these needs in mind leads to more parent involvement.

EJ507174

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**Parent-Provider Relationships** (a video)
Produced by the California Department of Education

In this video, parents speak candidly about their concerns and providers discuss ways to assist them. It shows how providers can better understand the normal behaviors and emotional responses of parents who place children in their care. Focus is placed on provider displays of competence, honesty, and understanding as the base for family support.

California Department of Education
P.O. Box 271
Sacramento, CA 95812-0271
(916) 445-1260

**"Sharing your Program with Families"**
by Diane Trister Dodge
*Child Care Information Exchange*
ISSN 0164-8527. n101. pp7-11. Jan-Feb 1995.

This article offers guidelines for child care providers to work with parents to accomplish mutual goals. It focuses on building relationships with families through articulating a clear philosophy, setting goals for the curriculum, and establishing regular communication with families.

EJ503557

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**"Sharing the Care: What Every Provider and Parent Needs to Know"**
by Amy Laura Dombro
*Children Today*
ISSN 0361-4336. v23 n4. pp22-25. 1995

This article discusses ideas on how to promote effective working relationships between providers and parents. Some main ideas are that providers and parents should know the benefits to the child of good parent-provider relationships, differentiate between provider and parent roles, acknowledge and understand adult feelings about sharing care, communicate effectively, and know how to resolve differences.

EJ520365

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**"Parent-Caregiver Communication and Quality of Care"**
by Alisa S. Ghazvini
*Early Childhood Research Quarterly*
ISSN 0885-2006. v9 n2. pp207-222. June 1994

This article involves the investigation of the relationships between parent-caregiver communication and child care quality in 12 child care centers. Frequency of parent-caregiver communication and quality of child care have been positively correlated.

EJ493682

**"Rethinking Fathers' Involvement in Child Care: A Developmental Perspective"**
by Alan J. Hawkins, et al.
*Journal of Family Issues*
ISSN 0192-513X. v14 n4. pp531-549. December 1993

This article explores developmental implications for fathers who are underinvolved in child care, and suggests that men's involvement in child care may be crucial to keeping men's and women's development synchronous and to maintaining satisfying relationships.

EJ475428

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**Parent Involvement in Early Childhood Education: Revised Edition**
by Alice S. Honig
for the National Association for the Education of Young Children
105 pages. 1994

This report addresses ways in which child care settings involve parents, the difficulties in involving parents, and related evaluation problems and practices. It offers information on home visitation, parent group meetings, working with children developmentally at-risk, parent growth, and diversity. It includes a resource list of films and further readings.

NAEYC (National Association for the Education of Young Children)
1509 16th Street, NW
Washington, DC 20036-1426
(202) 232-8777 or (800) 424-2460

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**Getting Men Involved — Strategies for Early Childhood Programs**
by James A. Levine, Dennis T. Murphy, and Sherrill Wilson
96 pages. 1993

Based on the work and research of The Fatherhood Project of the Families and Work Institute of New York, this how-to guidebook provides information on the development of male involvement initiatives in early childhood programs. The guide offers profiles of fourteen exemplary programs, concrete suggestions, and a comprehensive set of resources that includes books and organizations.

Scholastic Inc.
Early Childhood Division
730 Broadway
New York, NY 10003
(800) SCHOLASTIC

**Parents Speak About Child Care: Stressed-Out Mothers, Invisible Fathers and Short-Changed Children**
by Kathy Modigliani
77 pages. 1996

This comprehensive study summarizes focus group discussions of parents' experiences with child care. The publication describes parents' concerns, attitudes, values, and preferences of child care. It addresses the perspectives of providers and their disjointed relationships with the mothers of the children in their care. The information in this book offers valuable insights to provide early childhood professionals and parents with each other's perspectives.

Wheelock College Family Child Care Project (FCCP)
200 The Riverway
Boston, MA 02215
(617) 734-5200

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**Partnerships with Parents** (a video)
Produced by NAEYC (National Association for the Education of Young Children)

This video dramatizes how the parent-teacher relationship is important for children, how to maintain positive communication, and how teachers can handle common problems in working with parents.

NAEYC
1509 16th Street, NW
Washington, DC 20036-1426
(800) 424-2460

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**"Parent Empowerment and Child Care Regulation"**
by Peggy Daly Pizzo
*Young Children*
ISSN 0044-0728. v48 n6. pp9-12. September 1993

This article explores four questions including the need for parent empowerment and conditions which lead to empowerment and disempowerment; the role early child care and education services play in the empowerment of disempowerment of parents; and how government regulations provide support to both child care providers and parents.

EJ469374

**"Making Parents Your Allies"**
by Deborah Stipek et al.
*Young Children*
ISSN 0044-0728. v49 n3. pp4-9. March 1994

This article discusses ways in which early childhood teachers can educate parents about the necessity for developmentally appropriate education at the preschool and primary levels. It offers ideas for involving parents.

EJ479986 PS521611

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**How Does it Feel? Child Care from a Parent's Perspective**
by Anne Stonehouse
76 pages. 1994

This guide offers information to help child care providers understand the feelings that parents have about placing their children in care, and suggests ways that providers can use this understanding to form meaningful partnerships with parents. Chapters address such issues as parents as the most important people in a child's life; building parent-provider partnerships on trust, sensitivity, communication, common goals, teamwork, empathy, and equality; and dealing with difficult parents.

ED391569

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**"What Parents Really Want from Family Involvement Programs"**
by Kevin J. Swick
*Day Care and Early Education*
ISSN 0092-4198. v22 n3. pp20-23. Spring 1995

This article emphasizes the critical role of parental input into the design and implementation of family involvement programs. It also discusses what parents consider meaningful family involvement and offers ideas for maintaining a parent focus in program decisions.

EJ501921

## *Focusing on Multicultural Issues*

**Working with African American Families: A Guide to Resources**
by Carolyn Ash
for the Family Resource Coalition
100 pages. 1994

This expandable loose-leaf guide offers a one-step resource that includes annotated references, highlights useful books, articles, curricula and national and local organizations, and contains comprehensive appendices.

Family Resource Coalition
200 South Michigan Avenue, Suite 1520
Chicago, IL 60604
(312) 341-0900

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**"Chapter 5: Principle Four: Work in Partnership with Parents to Respond to Issues of Race, Language, and Culture"**
in *Looking In, Looking Out: Redefining Child Care and Early Education in a Diverse Society*
by Hedy Nai-Lin Chang, Amy Muckelroy and Dora Pulido-Tobiassen
26 pages. 1996

This chapter lays out the strategies and challenges to developing strong working relationships between parents and providers who come from different racial, language, and cultural backgrounds. It offers concrete examples of policies, procedures, and activities that have worked in various programs.

California Tomorrow
Fort Mason Center, Building B
San Francisco, CA 94123
(415) 441-7635

**Helping Children Love Themselves and Others:**
A Professional Handbook for Family Day Care
Produced by the Children's Foundation
136 pages. 1990

This handbook offers an anti-bias multicultural approach to teaching children, with a focus on understanding the cultures of the families served and involving parents in learning and teaching. It suggests methods for dealing with many types of children and families all at once, examining the prejudice of providers, and building awareness of race and gender.

The Children's Foundation
725 15th Street, NW Suite 505
Washington, DC 20005
(202) 347-3300

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**Multicultural Issues in Child Care**
by J. Gonzalez-Mena
Redleaf Press
91 pages. 1997

This book offers providers ideas for communicating effectively with parents, developing an anti-bias curriculum, becoming more sensitive to the culture of others, and improving their ability to recognize and avoid stereotypes.

Redleaf Press
450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
(800) 423-8309

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**Developing Cross-Cultural Competence: A Guide for Working with Young Children and their Families**
by E.W. Lynch and M.J. Hanson
Redleaf Press
404 pages. 1992

This guide helps providers understand their own frame of reference and the issues that arise when working with diverse cultures.

Redleaf Press
450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
(800) 423-8309

## Section 2
# Training Programs and Materials

**Listening to Families Videotape Series**
Created by the AAMFT Research and Education Foundation
Directed by Jana Stanton, Ph.D.

This video series offers providers a highly focused presentation of rationale, examples, and strategies for exploring and building on family strengths and building partnerships with families. Also available are a series of 11 videos about individual families, which offers concrete examples of real families facing and finding answers to real concerns.

Child Development Media
5632 Van Nuys Boulevard, Suite 286
Van Nuys, CA 91401
(800) 405-8942

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**"Module VI: Culture, Family, and Providers"**
Program for Infant/Toddler Caregivers: Trainer's Manual
Produced by California Department of Education
104 pages. 1990

Designed to be used with training videotapes, this guide contains nine sections with concrete ideas and methods to train providers to establish and nurture caregiver-parent partnerships, help parents deal with separation, listen and respond to families' needs, establish community, and support cultural diversity. Lesson plans, activities, handouts, and transparencies are included.

ED321869
Bureau of Publications, Sales Unit
California Department of Public Education
P.O. Box 271
Sacramento, CA 95802-0271
(916) 445-1260 or (800) 995-4099

**"Part 1: Who's Who in a Quality Program"**
in The Creative Curriculum for Infants and Toddlers
by Amy Laura Dombro, Laura J. Colker, Diane Trister Dodge

The first part of this four-part curriculum guide offers units on *"Building Relationships: The Focus of Your Work"* and *"Knowing Families."* The curriculum is designed to offer a comprehensive, easy-to-use framework for planning and implementing a developmentally appropriate program in both center-based and family child care settings. The main focus of the program is that relationships among child care providers, children, and their families form the basis of curriculum for very young children.

Teaching Strategies, Inc.
P.O. Box 42243
Washington, DC 20015
(800) 637-3652 or (202) 362-7543

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**Essential Allies: Families as Advisors**
Produced by the Institute for Family-Centered Care

This manual offers practical, how-to information on involving families as consultants and advisors. The manual contains examples of how various agencies and programs have fostered family-professional collaboration. Special focus is placed on involving families from traditionally underrepresented groups.

Institute for Family-Centered Care
7900 Wisconsin Avenue, Suite 405
Bethesda, MD 20814
(301) 652-0281

**"Building Supportive Communities"** and
**"Engaging Parents"**
Parts of the *Training Guides for the Head Start Learning Community*
Produced by US Department of Health and Human Services
101 pages and 124 pages. 1995

These two guides offer workshop and coaching activities to build community and teamwork between staff and families, involve all staff in family support efforts, respond to family concerns, and use the strengths of both staff members and parents. They include activity guides to help staff discuss and understand key concepts involved in working with families and building community. They also offer checklists to assist in examining values, setting goals and sharing responsibility for parent involvement. A resource list is included.

Head Start Publications Center
P.O. Box 26417
Alexandria, VA 22313-0417
(703) 739-0875

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## *Materials for Family Child Care Providers*

**Making the Connection: Parent-Provider Communication**
Produced by Child Care Resource and Referral, Inc. in Rochester, Minnesota
149 pages. 1986.

This manual offers materials for trainers to use to help all types of providers to improve communication with parents. It contains specific ideas on initial contacts, written materials for parents, daily communication, and difficult communication. The program is designed for four one-hour sessions.

Jeremy Wahlstrom
2116 Campus Drive S.E.
Rochester, MN 55904
(507) 287-2020

**Caring For Preschool Children, 2nd Ed.: A Competency-Based Training Program**
by Diane Trister Dodge, Derry G. Koralek, Peter J. Pizzolongo
2 volumes, 337 pages (Volume I) and 349 pages (Volume II). 1997

This is an updated edition of a comprehensive, competency-based training program for teachers who work with children ages three to five. It contains modules covering the 13 functional areas of the Child Development Associate (CDA) Competency Standards. Volume II contains a module specifically about families.

Teaching Strategies, Inc.
P.O. Box 42243
Washington, DC 20015
(800) 637-3652 or (202) 362-7543
e-mail: tsi7543@aol.com

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**"Chapter 2: Partnership with Parents"**
*Establishing a Successful Family Day Care Home: A Resource Guide for Providers*
172 pages. 1990

This chapter offers ideas, information, tools, and methods to help providers increase parental involvement and establish strong partnerships with parents.

ED338437

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**"Working With Parents"**
*Family Day Care Education Series*
*Active Learning for Infants, Ones, Twos, and Threes*
by Harms, Cryer, et al.

One of a series of thirteen user-friendly information packets for providers, this packet contains brochures, booklets, basic information, and advice on how to translate ideas into practice, as well as ready-made handouts for parents.

Child Development Center
Suite 300
NCNB Plaza, CB 8040
University of North Carolina
Chapel Hill, NC 27599-8040
(919) 962-2211

**Serving Families**
by Geoffrey Link and Marjorie Beggs with Ethel Seiderman
52 pages. 1997

This publication describes the development of the Parent Services Project, a family support program based in child care settings. It explains how the program's approach to child care can be implemented in every child care setting through a range of social activities (e.g., Family Fun Events, Parents Time Off, Involving Men, Welcoming Newcomers) and organizational strategies (e.g., staff development, coalition building, and parent leadership).

Sturdy Center Press
P.O. Box 425646
San Francisco, CA 94142-5646
(888) 281-3757

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**PAT: Parents as Teachers in the Child Care Center**

This five-day training session is designed for professionals in child care centers who will implement a Parents as Teachers program for families. This program provides parents information on child development from birth to age three through personal visits and group meetings. Training materials consist of *Parents as Teachers in the Child Care Program: Planning and Implementation Guide,* which is available only to those attending a PAT training session.

Parents as Teachers National Center
Marillac Hall, UM-St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121-4499
(314) 432-4330

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**"Module III: The Family"**
*Second Helping: An Advanced Enrichment Course for Family Child Care Providers*
by Windflower Enterprises.
55 pages. 1991

Module three of this enrichment course "by providers, for providers" offers ideas for respecting and supporting cultural diversity, looking at providers' own style and needs, planning and executing fun activities for families, resolving conflicts, and welcoming new families. This module is designed for a full-day training.

Windflower Enterprises, Inc.
142 S. Claremont St.
Colorado Springs, CO 80910
(719) 520-1614

## Section 3
# Parenting Materials

**Making the Connection: Parent-Provider Communication**
Produced by Child Care Resource and Referral, Inc., Rochester, Minnesota
149 pages. 1986

This manual offers materials for trainers to use to help all types of providers to improve communication with parents. It contains specific ideas on initial contacts, written materials for parents, daily communication, and difficult communication. The program is designed for four one-hour sessions.

Jeremy Wahlstrom
2116 Campus Drive S.E.
Rochester, MN 55904
(507) 287-2020

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**S.T.E.P. (Systematic Training for Effective Parenting): The Parent's Handbook**
by Don Dinkmeyer and Gary McKay
Available in Spanish and English. 1997

This manual includes materials necessary to conduct nine parent group sessions offering parents opportunities to support one another and receive ideas on such issues as communication, decision making, developing confidence, understanding emotions, developing responsibility, and understanding their children's behavior.

S.T.E.P.
American Guidance Service, Inc.
Circle Pines, MN 55014
(612) 786-4343

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**A Parent's Guide to Early Childhood Education**
by Diane Trister Dodge and Joanna Phinney
22 pages. 1997
Available in English, Spanish and Chinese

This guide offers providers tools for explaining to parents important aspects of a "developmentally appropriate" curriculum, including how and what children learn through play and active exploration.

Teaching Strategies, Inc.
P.O. Box 42243
Washington, DC 20015
(800) 637-3652 or (202) 362-7543

**Programs to Strengthen Families: A Resource Guide**
Third Edition
by Kathryn Goetz
204 pages. 1992

This guide profiles 71 selected family resource programs in the US and Canada that offer comprehensive services for families and that involve coalitions of service providers offering an extensive range of services to families.

ED355042 PS021247
Family Resource Coalition
200 South Michigan Avenue, Suite 1520
Chicago, IL 60604
(312) 341-0900

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**Pasos Adelante (Steps Forward): A Resiliency Enhancement Curriculum for Preschoolers and Their Parents**
Volume I: Preschool Curriculum, Volume 2: Parent Curriculum.
by Lucy Peck et al.
Produced by Substance Abuse and Mental Health Services Administration
717 pages. 1994

This guide offers a curriculum designed to promote resiliency in Hispanic preschool children whose parents are undergoing treatment for substance abuse. The curriculum involves plans for 24 sessions for children, with individual, group and parent-child activities designed to build coping strategies and resiliency; and 24 sessions for parents, which focus on parenting skills, child development, stress management, and substance abuse recovery. It also includes a 12-week parent and child component. A comprehensive resource guide is offered.

ED387206 PS023411
La Frontera Center, Inc.
502 West 29th Street
Tucson, AZ 85713
(520) 884-9920

**Parentmaking: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers**
by B. Annye Rothenberg, Ph.D., Sandra Hitchcock, Mary Lou Harrison, Melinda Graham
for the Children's Health Council
512 pages. 1996

This manual offers practical suggestions and tools for setting up and running parent education classes including detailed lesson plans, handouts, and homework. Lessons address child development at specific ages. Part Five addresses issues involved in choosing child care or nursery schools for children.

The Banister Press
P.O. Box 7326
Menlo Park, CA 94025
(415) 369-8032

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**New Beginnings: A Guide to Designing Parenting Programs for Refugee and Immigrant Parents**
International Catholic Child Bureau Series
by Daniel R. Scheinfeld
162 pages. 1993

This guide is intended to aid in the design of parent education courses for refugee and immigrant parents, especially those having problems in their relations with their children. Using examples and evaluations of several parenting programs, the guide offers information to help providers understand families' needs and ideas for helping parents deal effectively with their children.

ED367507 PS022217
International Catholic Child Bureau, Inc.
866 UN Plaza, Suite 529
New York, NY 10017
(212) 355-3992

**Parenting of Young Children: A Parent Education Curriculum**
by Laura Wetzel
112 pages. 1989

This 10-session parenting education curriculum furnishes everything a parent educator or director needs to conduct effective parenting classes. Designed to help parents develop appropriate expectations and good discipline techniques, the sessions address issues of communication, self-esteem, sexuality, moral development, etc. Instructions on how to conduct each session are included, along with class activities and handouts for parents for each session.

Redleaf Press
450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
(800) 423-8309

## Section 4
# Self Assessment Tools

**"The Development of Three Scales to Measure the Supportiveness of Relationships Between Parents and Child Care Providers"**
by Grace-Ann L. Caruso
*Educational and Psychological Measurement*
ISSN 0013-1644. v52 n1. pp148-169. Spring 1992

Results from a pilot group of 22 parents of preschoolers and 96 parents of toddlers suggest that three developed measures of supportive relationships between parents and child caregivers — the Caregiver Support Appraisal Scales — are valid and reliable measures.

EJ443879

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**Child Care Information Exchange**
ISSN 0164-8527. n66. pp19-20. April 1989

This self-evaluation form for early childhood teachers includes a section on relationships with parents.

EJ392531

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**Family Support Principles: Checklists for Program Builders and Practitioners**
by Carl J. Dunst
for the Family, Infant and Preschool Program
48 pages. 1990

This assessment tool offers a series of suggestions for policy and practice principles as well as rating scales and checklists to assess and improve the current state of a program's focus on families. These principles and checklists present assessment questions in the following categories: Enhancing a Sense of Community, Mobilizing Resources and Supports, Shared Responsibility and Collaboration, Protecting Family Integrity, Strengthening Family Functioning, and Proactive Human Service Practices. A list of references is included at the end.

Family, Infant and Preschool Program
Western Carolina Center
Morganton, NC 28655
(910) 433-2661

**Quality Indicators for Early Childhood Family Education Programs**
produced by the Minnesota Department of Education (MDE)

This assessment instrument was developed to help Minnesota's local Early Childhood Family Education Program staff in program planning and self-evaluation for the purpose of program improvement, but is easily adaptable to use in evaluating a variety of programs. The instrument offers a list of assessment points in four categories: Community Assessment, Outreach and Input; Parent Education; Early Childhood Education and Parent-Child Interaction and Program Operations.

Minnesota Department of Education
Capitol Square, 550 Cedar Street
St. Paul, MN 55101
(612) 296-6104

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**"Section One: Provider-Parent Relationships"**
Quality Criteria for Family Child Care
produced by the National Association for Family Child Care
pp7-8 of a 37-page booklet. 1995

These criteria encourage family child care providers to look at the extent to which they develop balanced relationships of mutual respect with parents, the manner in which they communicate and share information with families, the ways in which they nurture and respect parents' roles, and the frequency and quality of invitations they extend to parents to become more involved.

The National Association for Family Child Care
1331-A Pennsylvania Avenue, NW, Suite 348
Washington, DC 20004
(800) 359-3817

**Family Support Practices Inventory**
by Mary Ellen O'Keeffe and Louis Parker
5 pages. 1997

Helping practitioners assess their strengths and weaknesses in family support practices, this inventory of 36 items is grouped into six domains of family support practice. It can be utilized as a pre-post assessment, as a motivator for family supportive practices, as a training tool, and to describe the culture of a program. The tool captures not only how staff treats families, but also how they treat each other. It continues to be tested further for validity.

Mary Ellen O'Keeffe
Edmonds Community College
20000 68th Avenue West
Lynnwood, WA 98036
(206) 640-3168

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**"Assessment in Early Childhood Programs"**
*Young Children*
ISSN 0044-0728. v46 n5. pp4-9. 1991

This article describes an assessment process and its use in planning early childhood programs. The process uses information from parents and from observations of children to develop a comprehensive assessment of each child, noting the needs and interests of children to extend their learning experiences.

EJ431686

## Section 5
# Resources for Further Exploration

**State-by-State Investments in Child Care and Early Education**
by Gina Adams and Nicole Oxendine Poersch

This report provides state-by-state information on child care policies for 1994, including data on eligibility, sliding fee scales, and reimbursement rates and policies. It discusses implications of these policies as states implement new welfare initiatives.

Children's Defense Fund
25 E Street, NW
Washington, DC 20001
(202) 662-3652

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**An Annotated Bibliography of Training Resources and Materials: Tools for the Child Care Workforce**
by the Child Care Careers Institute
218 pages. 1992

This guide offers a listing of hundreds of resources for child care providers, many of which offer a focus on family-centered practices.

Child Care Careers Institute
c/o Wheelock College
200 The Riverway
Boston, MA 02215
(617) 734-5200

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**NCCIC Internet Guide: How to Access Child Care Information on the Internet**
by Ray Collins, Anne Goldstein, Danielle Ewen, Gail Rayburn

This guide was developed primarily for use by child care administrators to help them locate and use potentially helpful child care information and resources on the Internet. Includes 72 home pages available on the World Wide Web.

National Child Care Information Center
301 Maple Avenue West, Suite 602
Vienna, VA 22180
(800) 616-2242
also available on NCCIC's web site at:
http://ericps.ed.uiuc.edu/nccichome.html

**ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC-EECE)**

ERIC-EECE is a decentralized nationwide information system. It is the largest education-related database in the world. This clearinghouse collects and disseminates information on parenting, child development, and child care, and has a variety of special projects, including Parents Ask ERIC and a free biannual newsletter.

ERIC/EECE
University of Illinois
805 W. Pennsylvania Avenue
Urbana, IL 61801-4897
(800) 583-4135

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**International Handbook of Early Childhood Education**
by Gary A. Woodhill et al.
950 pages. 1992

This handbook offers a historical perspective on international early childhood education and a cross-national analysis of themes in late 20th-century child care and early education. Through a series of essays, the handbook discusses curriculum, teacher education, parent involvement, children with special needs, school organization, educational theories, etc. It includes a comprehensive bibliography of further resources.

ED357854 PS021377
Garland Publishing, Inc.
717 Fifth Avenue, Suite 2500
New York, NY 10022
(212) 751-7447